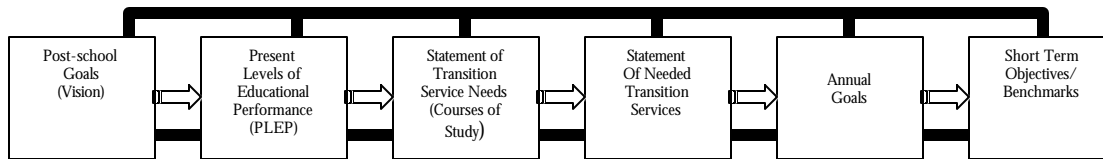
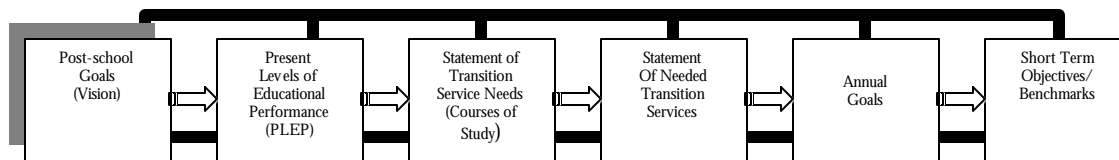


## THE TRANSITION –DRIVEN IEP PROCESS



The IEP should be heavily influenced by transition planning no later than 14 years of age. The IEP form contains a transition-planning page that must be completed for all students who receive special education services. However, careful attention must be paid to the entire IEP format when the IEP team designs a program for the transition-aged student. The component in the IEP including strengths, concerns, needs, accommodations and related services, all impact the program designed to assist the student in meeting post-school goals. The following suggested steps are designed to focus and coordinate IEP planning, discussion and decision-making toward preparation for the adult world. The entire IEP for every student, beginning at least by 14 years of age becomes future-directed, goal-oriented and based upon the students' preferences, interests and needs. The IEP team takes the view of where the student wants to end up and builds an IEP to help the student get there.

### Desired Post-High School Goals (Vision)



The student, with assistance from the entire IEP team, identifies what she/he wants to do after high school: where the student wants to live, work, recreate, learn and participate in the community. These post-high school goals are reviewed annually so that the outcomes (or vision) become clearer and more concrete as the student has more experiences. The goals will also impact the courses of study, linkages and other experiences needed for a successful transition.

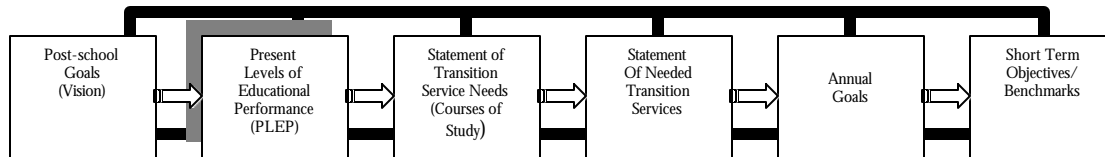
**Employment:** The student will indicate if he/she will be pursuing employment immediately following high school.

**Community Participation:** Goal statements might include: accessing community programs and activities, developing hobbies, recreational and leisure pursuits, and participating in age-appropriate leisure activities.

**Post-Secondary Education and Training:** Will the student desire 2 or 4-year college programs, vocational training or apprenticeships, military or other training opportunities when high school has been completed? These examples, and others, would be indicated here.

**Independent Living:** Goal statements might indicate that the student will continue to live at home, live on his/her own, or possibly live in a group home. The IEP team needs to determine the skills and supports a student might need to achieve these and other post-high school goals.

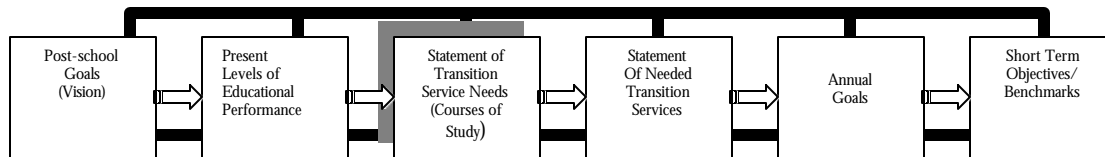
### Present Levels of Educational Performance (PLEP)



The student must be invited to the IEP meeting by age 14. His/her needs, interests and preferences must be considered in the development of the IEP. This provides an excellent opportunity to help the student identify strengths and areas where modifications, accommodations and supports are needed.

This discussion of PLEP relates not only to a student’s academic strengths and concerns, but skills, abilities and concerns related to his/her post-high school goals. When discussing PLEP for areas other than academics the IEP may discover they need more information than they have traditionally obtained. The student and family can provide critical information for long-range planning.

### Statement of Transition Service Needs (Courses of Study)

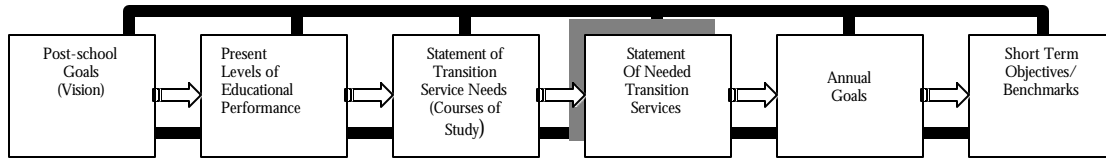


By the time the student reaches age 14 or eighth grade, whichever comes first, the IEP team must decide what kinds of courses and/or other educational experiences the student will take. The IEP team not only identifies courses that lead to graduation or completion of a secondary program, but also plans for and ensures that all courses and educational experiences offered to the student help achieve his/her desired post-school goals. This type of long range educational planning promotes the idea that the school experience focuses on a successful transition to life after secondary school.

### Graduation Planning

Graduation planning must start to take place by the ninth grade. The IEP team must decide if the student will graduate by completing requirements for a Diploma or a Certificate of Performance. Graduation decisions should be based on the student’s expected post-school outcomes and the student’s rate of progress.

## Statement of Needed Transition Services



A statement of needed transition services must be included in the IEP when the student turns 16 or earlier if the IEP team thinks earlier planning would be beneficial. The statement of needed transition services **is an identification of strategies** in required transition planning areas that will be necessary to help the student achieve their post-school goals. The IEP team must address community experiences, employment and other post-school goals. The IEP team must address community experiences, employment and other post-school objectives, daily living and functional vocational evaluations, if appropriate. Strategies and activities for instruction and related services are also required, and are documented in other sections of the IEP document.

This statement is also **a plan to identify and link the student and family to any possible needed post-school services, support or programs.** The IEP team must also **identify which agency, or person, will have primary responsibility for carrying out each strategy.** The activities/strategies cover a long-range plan for the next two to four years. The IEP team must identify which activities will be addressed in the coming year. Similar to what must be done with other parts of the IEP, the statement must be reviewed at least annually.

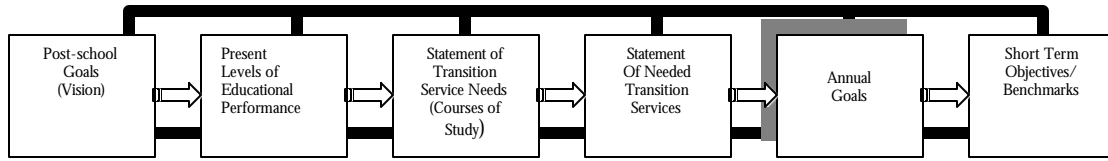
**Employment and other Post-School Objectives** refer to services that lead to a job or career, and important adult activities.

**Daily Living Skills** are activities adults do every day to participate in the home and community.

**Functional Vocational Evaluation** refers to assessments that provide information about job or career interests, aptitudes and skills.

As with all other components of the IEP, the Statement of Needed Transition Services is viewed as a plan for the future rather than a record of the past.

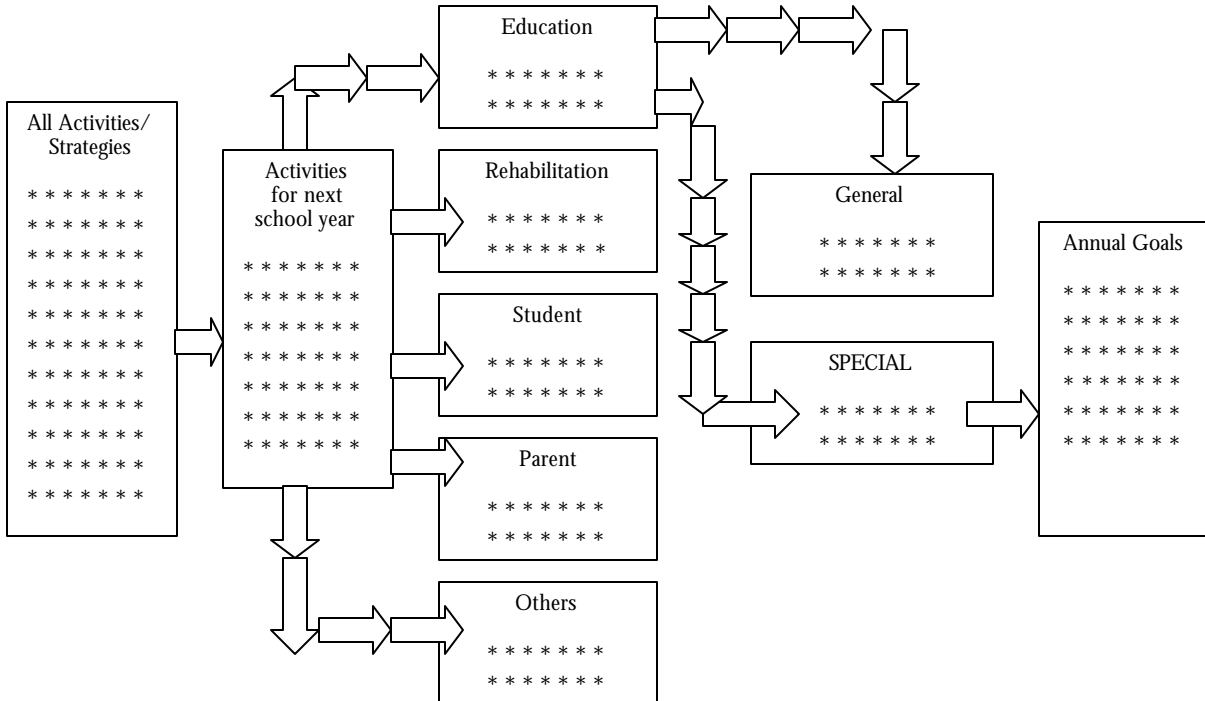
## Annual Goals



The IEP team will make decisions about whether a responsibility of the school constitutes a need for special education services, thus requiring annual goals on the IEP. These decisions must be made on a case-by-case basis by the IEP team.

For example, the IEP team may decide that one of the “coordinated sets of activities” would be career exploration in the community. If special education services are required then annual goals must be developed. The annual goal may be that the student will identify 3 major career areas addressed and needed skills for particular jobs in each career area.

**IEP Annual Goals Chart** (adapted from “Transition Requirements: A Guide for States, Districts, Schools, Universities and Families” May 2000 by Jane Storms, Ed O’Leary and Jane Williams)



The IEP Annual Goals Chart may help an IEP team determine the coordinated set of strategies and annual goals.

Column one represents all activities in all planning areas (instruction, related services, community experiences, etc.) for the next several years.

The second column (activities for the next school year) represents those activities that the IEP prioritizes for the next school year.

The third column demonstrates that the coordinated set of activities is a shared responsibility. Some may be the responsibility of the schools, while others may be the student, parents or other agency.

The fourth column reflects those activities that are the responsibility of the school. If the IEP team decides a particular activity to require special education services, then annual goals will be developed.

The IEP Process from age 14 or 8<sup>th</sup> grade, becomes focused on the students' goals for the future. It is an outcome-oriented process driven by each student's needs, interest and preferences.